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ABSTRACT

The research program of the National Swedish Board of Universities and Colleges is concerned with four main areas: the role of higher education in society, higher education as a system (structure and governance), the environment and working methods of research and of teaching. Some work has also been started in research and development organization and planning. The current status of each area, including recent reports, conferences, and current projects are presented. The management of the research program and the program's links to the organization of higher education are described briefly. The budget for 1978-79 and conference plans are included. Appendices deal with the distribution of the resources between university subjects and problem areas, subjects represented by the leading researcher, and the composition of the program's advisory groups problem area meetings. (SW)

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UHÄ THE NATIONAL SWEDISH BOARD OF UNIVERSITIES AND COLLEGES

R & D for Higher Education

INFORMATION ON RESEARCH AND DEVELOPMENT FOR HIGHER EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE SWEDISH PROGRAMME FOR RESEARCH INTO HIGHER EDUCATION

1. Introduction

An important task of The National Swedish Board of Universities and Colleges (UHÄ) is, as was stressed most recently in the budget request presented in 1977, to support research on fundamental issues in higher education. The UHÄ and its predecessor, the Chancellor's Office, have therefore allocated about 10 % of their R & D resources since 1971 to a research programme which is concerned with a number of questions of fundamental importance to the higher education sector as a whole.

Work in the programme goes on continuously and is not directly tied to current reform work. Four main areas are studied. They are:

1) the role of higher education in society

2) higher education as a system: structure and governance

3) the environment and working methods of research, and

4) the environment and working methods of teaching.

Some work has also been started in a fifth area, R & D organization and planning.

Short situation reports from the areas under study are presented here (a somewhat more detailed survey is made in R & D for higher education, 1977:8). In part 3 the management of the research programme and the programme's links to the organization of higher education are described briefly. The closing sections of the report deal with the budget for 1978/79, and with conference plans.

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National Board of Universities and Colleges
R & D unit

P.O. Box 45501
S-104 30 Stockholm SWEDEN

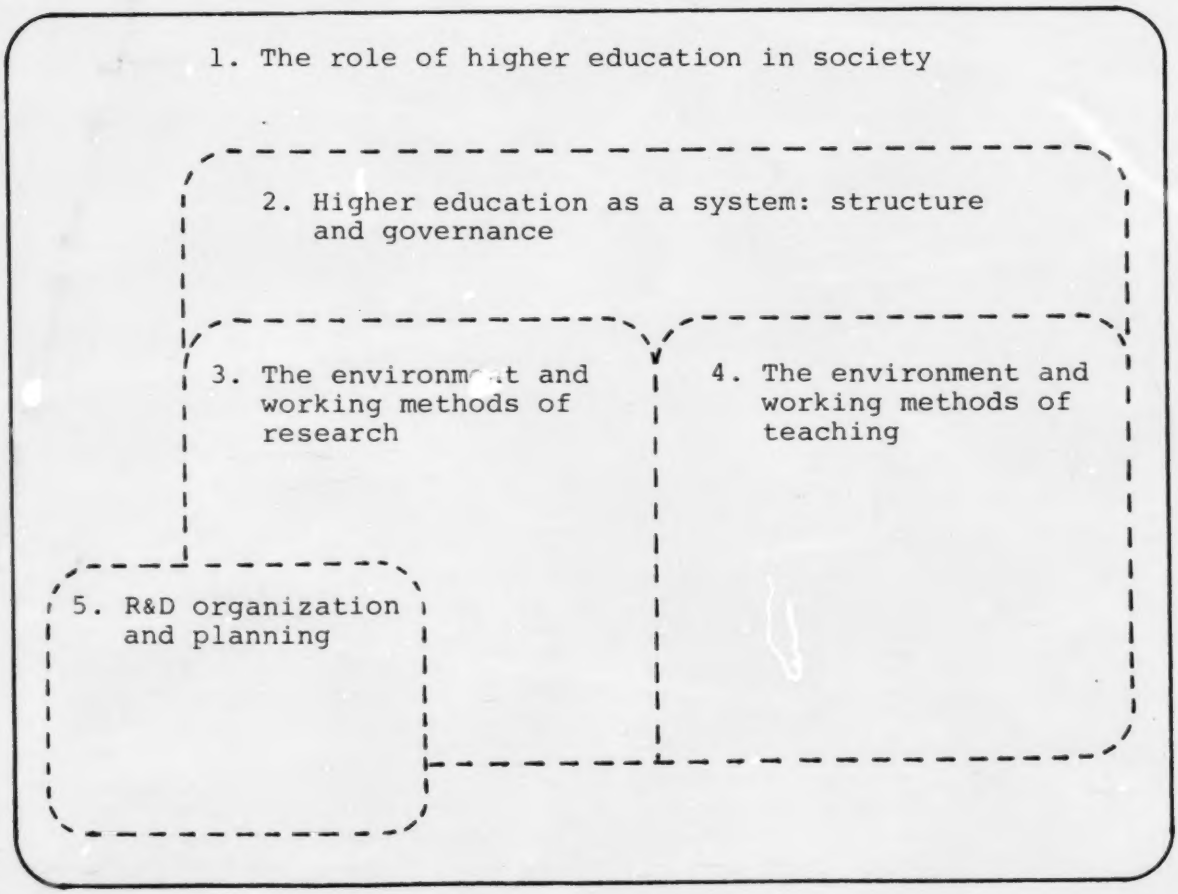
PHONE
08-24 85 60

The four appendices to the report deal with the distribution of the resources between university subjects and problem areas, which subjects the leading researchers engaged in the programme represent, and the composition of the programme's advisory groups and its problem area meetings.

2. Situation report by problem areas

The sketch below shows the research programme's problem areas. It is followed by situation reports which deal mainly with recent knowledge and research reviews and with current research projects. As can be seen from appendix 1 areas 1, 2 and 4 have been studied since the start of the programme; work in area 3 began in 1973 and work in area 5 in 1977. ./1

PROBLEM AREAS FOR RESEARCH INTO HIGHER EDUCATION



2.1 The role of higher education in society

The relation between higher education and the rest of society is studied here. Particular attention is paid to the role of higher education in working life. Some projects try to throw light on the possible connections between the division of work and qualification structures in the professions and the supply of higher education. Others try to elucidate the importance a higher education has for the individual´s income, choice of career and subsequent interest in studies. In this context they also try to shed light on the sorting and socialising functions of higher education. A couple of recently started projects aim at clarifying how knowledge and values of importance in the professional role are learned in the university training of doctors, engineers, etc. These projects devote particular attention to the way in which essential concepts and principles are learned during training and to how these ways of thinking may be related to critical problems in the profession. Most researchers working in this area are educationalists, sociologists or psychologists; but some are economists or economic historians (appendix 2 shows which subjects researchers working in the different areas represent).

./2

Knowledge reviews, conferences

Recent reports: The role of higher education in society, report from a project seminar, November 1977, UHÄ, stencil (in Swedish).

Learning and Earning (B-Ch Ysander, M J Bowman, Å Sohlman), Three essays in the economics of education, National Board of Universities and Colleges, 1978.

An analysis of problems and research tasks has taken place in two working parties at the UHÄ:s international research conference from the 12th to the 16th of June, 1978. A report will be published in the end of 1978.

The area will also be reviewed by the Council for Planning and Coordination of Research (FRN) at a conference on education-working life in September 1978 and by the UHÄ conference on education-labour market in November 1978.

Planned knowledge review: Higher education - professions - labour market (Per Sjöstrand).

Current research projects

Post-secondary education and background.
Lars Mählck's thesis will be presented in the autumn of 1978.

Aspects of education and the division of labour.
Bengt Gesser´s final report during 1979. Eva Fasth´s thesis will be presented during 1979.

Education and the labour market.
Åsa Sohlman´s and (possibly) Gudrun Bornemalm-Jardelöw´s thesis will be presented during 1979.

The equalizing effects of the educational reforms.
Ingemar Fägerlind´s book will be published during 1978.

The expansion of the education sector in Sweden during the 20th century.
Final report from Rolf Ohlsson and thesis from Anders Nilsson and Lars Pettersson will be presented during 1979.

The role of higher education in the development of the individual.
Department of Psychology, University of Stockholm; scientific leader Professor David Magnusson (information bulletin 1978:x).

Conceptions of reality - a study of cognitive changes in university students. Institute of education, University of Göteborg; scientific leader Professor Ference Marton (1978:7).

Long-term effects of higher education. Department of Educational Research, University of Umeå; scientific leader Professor Sten Henrysson (1978:6).

2.2 Higher education as a system: Structure and governance

Questions concerning the management, administration and institutional organization of higher education are taken up here. The differences between the formal and informal elements in the organization of higher education are of particular interest. A couple of projects are specially concerned with studying the origins and implementation of the most recent reform of higher education. Most researchers engaged in this work are political scientists, sociologists or economists.

Knowledge reviews, conferences

Recent reports: Research into the organisation of higher education, UHÄ-report 1977:20 (in Swedish).

Systems of higher education: Sweden (R Premfors, B Östergren), ICED, New York, 1978.

The next analysis of problems and research tasks will take place in two working parties at the UHÄ:s international research conference from the 12th to the 16th of June 1978.

Problem survey: Problems of management and decision-making in the new organization of higher education (Dick Ramström), UHÄ-report 1978:x.

Current research projects

Alternative educational structures in the northern educational region. Bertil Hammarberg's thesis will be presented in 1978.

Production and productivity at Swedish universities. Ingemar Ståhl's report and Peter Stenkula's thesis will be presented in 1978.

The university as an organization: system and environment.
Jan-Erik Lane's final report spring 1978. Bert Fredriksson's thesis will be presented in the spring of 1979.

Obstacles to innovation within the university organization.
Final report from Anders Edström and thesis from Staffan Gran during 1978.

U68 - a study of the origins of a reform of higher education.
Bo Lindensjö's thesis spring 1979.

U68 - a study of the implementation of a reform of higher education.
Yngve Myrman's final report spring 1979.

Work and values. A survey investigation of Swedish higher education.
Department of Political Science, University of Umeå; scientific leader Ass. Professor Jan-Erik Lane (1978:x).

From general education to vocational training. A study of the development of Swedish universities. Department of Sociology, University of Göteborg; scientific leader Research Associate Lennart Svensson.

2.3 The environment and working methods of research

Questions concerning the situation of research and research training are taken up here. Interest is focused on researchers and research students as well as on the research process and its results. Most researchers in this area come from sociology, psychology, history and the theory of science.

Knowledge reviews, conferences

Recent reports: The research nexus. The link between research and undergraduate teaching (Bengt Abrahamsson), UHÄ-report 1977:10 (in Swedish).

Research on research. A symposium (ed. Jan Bärmark), Department of the Theory of Science, University of Göteborg, report no. 96, February 1978 (in Swedish).

Problems are reviewed at colloquia in the series 'Scientific development, the organisation of research and research careers' 1977/78 at the Universities of Göteborg, Lund and Stockholm. The colloquia receive financial support from UHÄ and FRN.

Current research projects

The results of research training 1890-1975.
Final report from Birgitta Odén 1978/79.

Interdisciplinary research groups.
Department of the Theory of Science, University of Göteborg; scientific leaders Jan Bärmark Ph.D. and Göran Wallén Ph.D. (1978:5).

Identification, style of problem solving, research focus and research ability. Department of Psychology, University of Lund, psychologist Margot Bengtsson (1978:x).

Ideology, science and society. Department of the Theory of Science, University of Göteborg; scientific leader Ass. Professor Sven-Eric Liedman (planning grant).

2.4 The environment and working methods of teaching

Work in this area is concerned both with the structuring of knowledge in different subjects and with concept formation and learning. Other questions studied here are the division of roles between teachers and students and their social interaction and how background knowledge, the design of the study and the teaching processes and characteristics of the examination system affect study results. Particular attention is given to the role critical training has in different subjects. Researchers in this area are usually educationalists but some are psychologists, sociologists or philosophers.

Knowledge reviews, conferences

Recent reports: Concept formation and learning in some university subjects, UHÄ-report 1977:3 (in Swedish)

The student and his world. A book on and for the student. (F. Marton, L.O. Dahlgren, L. Svensson, R. Säljö), AWE/Gebers, 1977 (in Swedish).

Psychology of instruction.
L. Sjöberg and others (will be published in 1978, in Swedish)

Current research projects

The educational content of a university subject.
Final report from Ulf Himmelstrand and others spring 1978.

Client-related supervision.
Mona Erikssons thesis May 1978.

The pedagogics of problem solving.
Carl-Martin Allwood´s thesis will be presented during 1978/79.

Subject-pedagogical studies of basic economic concepts.
Final report spring 1978.

The role of mathematics in higher technical education.
Final report spring 1978.

Critical training in higher education. Department of philosophy, University of Lund; scientific leader Professor Sören Halldén (1977:3).

Study skill in mechanics. Institute of education, University of Göteborg; scientific leader Ass. Professor Lennart Svensson (1978:x).

Study interest. Department of Psychology, University of Göteborg; scientific leader Professor Lennart Sjöberg (planning grant).

2.5 R & D organization and planning

Investments in this area are justified both by the sudden rise in the importance of sectoral research work in higher education and by the necessity of establishing tenable principles for the higher education sector´s own R & D work. A balance must be found between the sectoral view and the broader perspective and between current reform work and long-term problems of fundamental importance. The projects which have started are in sociology and political science.

Knowledge reviews, conferences

Recent reports: Strategies for Research and Development in Higher Education. Educational Research Symposium in Göteborg, September 1975, Swets & Zeitlinger, Amsterdam, 1976.

The Creation and Support of a Research Community on Higher Education: A report to the University Chancellor´s Office (Martin Trow), R and D for Higher Education, 1977:3.

The next analysis of problems and research tasks will take place in a working party at UHÄ:s international research conference from the 12th to the 16th of June 1978.

Other recent surveys are ´Research Policy, the report of the Research Council Commission´ and ´Research governed by society´ (Peter Stevrin), Liber förlag, Stockholm 1978 (both in Swedish)

Current research projects

Practitioners and social scientists - the use made of results of social science in planning. Department of Sociology, University of Göteborg; scientific leader Professor Edmund Dahlström (1978:5).

The organization of research, research work and long-term planning - a study of sectoral research in Sweden. Department of Political Science, University of Stockholm; scientific leader Björn Wittrock, Ph.D.

3. The management of the research programme and its links to the planning of higher education

The research programme is managed by a rather complicated plan-and-search process. Important features of the process are the problem area meetings and the advisory groups. These control forms have been developed to give the programme a suitable profile and to ensure that it is, at the same time, an appropriate complement to the other R and D sub-programmes. Within the research programme continuous work is in progress on knowledge and problem reviews, research projects in the form of empirical studies, problem area meetings and research information. Experienced researchers are engaged to make 'state of the art'-analyses and to suggest research tasks. These reviews are the starting points for problem area meetings, i.e. conferences and symposia, which give researchers, teachers, students, planners and other practitioners an opportunity of together carrying out in-depth analyses of the problems and of narrowing down proposals for future research (appendix 3 shows the composition and topics of the problem area meetings). ./3

Another feature of the steering process is the two advisory groups, one made up of planners and one of researchers. Their task is to evaluate the orientation of research and to set priorities (appendix 4 shows the composition of the advisory groups). ./4 The researchers appraise research carried out and evaluate the theoretical and methodological quality of project plans while the planners assess how relevant the proposals are to the long-term planning of higher education. The consulting researchers also take account of the written opinions of researchers not involved in the programme when they evaluate the quality of the proposals.

The process outlined here has been developed to further a dialogue - both verbally and in writing - between practitioners and researchers which will aid the growth of knowledge about basic questions in the higher education sector. However, discussions between researchers from different university subjects and between research groups working on different problem areas are also essential; as are close contacts with international research. All these can contribute to the development of a theore-

tical base on which to build meaningful knowledge about central problems in higher education. The orientation and focusing of research efforts is decided in a dialogue between researchers and practitioners; this dialogue also ensures that use is made of research results. It is worth saying here that all projects which have been started or given planning grants in recent years originated either in current research or in discussions in the advisory groups or the problem area meetings.

4. Budget of the research programme for 1978/79

The nominal scope of the research programme has remained more or less constant in the past few years while the distribution of resources between problem areas and subjects has varied. The volume and distribution for 1978/79 are compared with the volume and distribution for two previous years in the tables and diagrams which follow (Tables 1-3; cf. appendix 1).

Table 1. Research into higher education. Distribution of projects between problem areas in 1974/75, 1976/77, 1978/79.

Problem area	1974/75		1976/77		1978/79	
	No. proj.	Skr. 1000	No. proj.	Skr. 1000	No. proj.	Skr 1000
The role of higher education in society.	8	570	4	460	2	360
Higher education as a system: structure and governance.	4	250	5	476	4	455
The environment and working methods of research.	1	107	1	150	3	285
The environment and working methods of teaching.	7	668	3	314	3	215
R&D organization and planning.		-		-	1	180
Planning of research, conferences, knowledge, surveys etc.		205		300		255
Total	20	1.800	13	1.700	13	1.760
Percentage of the entire R&D budget		17		13		10

Table 3. Research into higher education. Distribution of projects between university subjects in 1974/75, 1976/77, 1978/79.

Subject	1974/75		1976/77		1978/79	
	No. proj.	Skr. 1000	No. proj.	Skr. 1000	No. proj.	Skr. 1000
Economic history	1	50	1	95		-
Philosophy		-	1	124	1	30
Business economics	1	120	1	81		-
Geography	1	40	1	100		-
History	1	107	1	150	1	45
Economic	2	150	1	60		-
Education	8	704	3	265	3	505
Psychology	2	145	1	230	2	120
Sociology	3	219		-	2	230
Political science	1	60	3	295	3	405
Theory of science		-		-	1	160
Total	20	1.595	13	1.400	13	1.495

Table 2. Research into higher education. Project list for 1978/79.

Project, researchers, department, university	Start Finish	Grants till now (Skr 1000)	Grant for 1978/79 (Skr 1000)
Area 1. The role of higher education in society.			
Higher studies and perception of the world.	1977	160	190
A study of educational effects. (Dahlgren, Fransson, Marton; education, Göteborg).	1983		
Long-term effects of higher education. (Franke-Wikberg, Henrysson; education, Umeå).	1977 1982	105	170
Area 2. Higher education as a system: structure and governance.			
U68 - a study of the origins of the reform of higher education. (Wittrock, Lindensjö; political science, Stockholm).	1975 1979	263	120
U68 - a study of the implementation of the reform of higher education. (Myrman; political science, Stockholm).	1976 1979	234	135
Work and values. A survey investigation of Swedish higher education. (Lane; political science, Umeå).	1978 1980	75	150
From general education to vocational training.A study of the development of Swedish universities. (L. Svensson; sociology, Göteborg).	1978 1979		50
Area 3. The environment and working methods of research.			
The results of research training 1890-1975. (Odén; history, Lund)	1974 1979	657	45
Interdisciplinary research groups. (Bärmark, Wallén; theory of science, Göteborg).	1977 1980	105	160
Identification, style of problem solving, research focus and research ability. (M. Bengtsson; psychology, Lund).	1978 1981	25	80
Area 4. The environment and working methods of teaching.			
Critical training in higher education. (Halldén; philosophy, Lund).	1976 1980	230	30
Study skill in mechanics. (L. Svensson; education, Göteborg).	1978 1981	5	145
Study interest. (L. Sjöberg; psychology, Göteborg).	1978 1979		40 (planning)
Area 5. R&D organization and planning.			
Practitioners and social scientists - the use made of the results of social science in planning. (Dahlström; sociology, Göteborg).	1977 1979	180	180

5. Proposed conferences

The following conferences are proposed for 1978/79 to specify the need for continued research work and to carry on the dialogue between planners and researchers:

Conference 1. Training for research and the recruitment of researchers.

Aim: To list and analyze alternative explanations of the problems of recruiting and training researchers.

Content: The conference should illuminate factors which increase the flow of talented students to research, institutional factors in training and aspects of course content which lead to the completion of studies with good result, how employment prospects and ideas about research as a career affect study ambition, what repercussions changes in undergraduate courses have on research training how the role of research in society as a whole (sectoral research etc) and also in higher education affect the training of researchers. Other issues which should be illuminated concern how working methods - e.g. distribution of time between seminars, independent study, planning of thesis work - further creative thought, critical training and competence in the methods of research. The informal teaching of student by supervisor and the relationship between student and supervisor ought also to be taken up.

Form: Joint conference with the FRN´s delegation for studies of research and the organization of research. The conference should take place in November 1978 or January 1979 and have about 30-40 participants - researchers, teachers, doctoral students, planners etc.

Conference 2. The concept of knowledge in higher education - from the student´s concept formation to paradigm development in a subject.

Aim: To analyze more closely the content and structure of the concept of knowledge in higher education in the context of some current projects.

Content: Relation between different methods of and levels of description with reference to the student´s learning concept formation, and value changes and to the student´s development of identity. Analysis and discussion of the concept of knowlege in different subjects and its relation to the practitioners´ knowledge concepts and experience. Questions concerning the integration of knowledge and paradigm conflicts at the level of the group and the individual as well as in society as a whole.

Form: Project seminar with 20-30 participants, in e.g. October 1978.

Conference 3. The economic functions of higher education

Aim: To follow up some completed projects, for instance the knowledge survey ´Learning and Earning´, and analyze and specify what research is needed into the role of higher education in working life in general and on the labour market in particular.

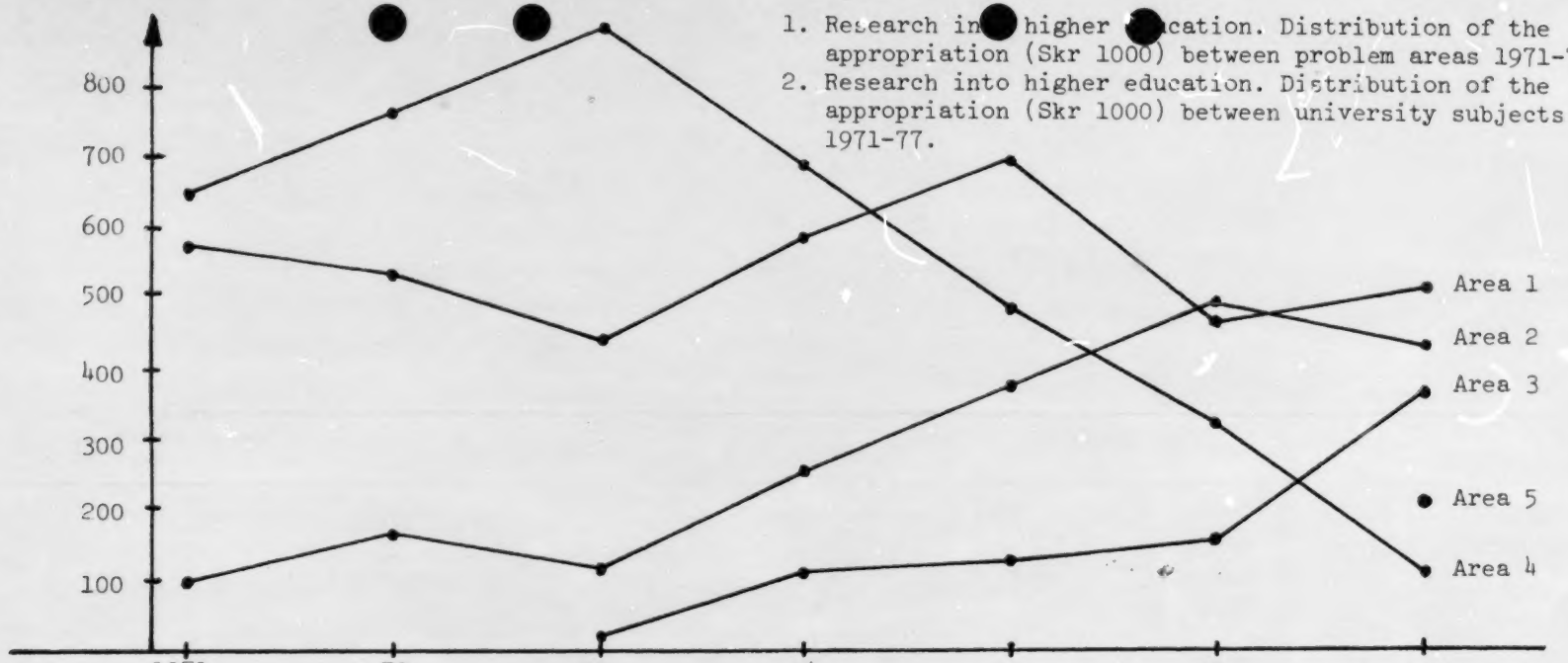
Content: The importance of higher education for the individual´s income formation. Analysis and criticism of the human capital approach. The significance of a segmented labour market with two-tier qualification structures for the economic functions of higher education. How the productivity of higher education is measured, e.g. in relation to the needs of different sectors and branches.

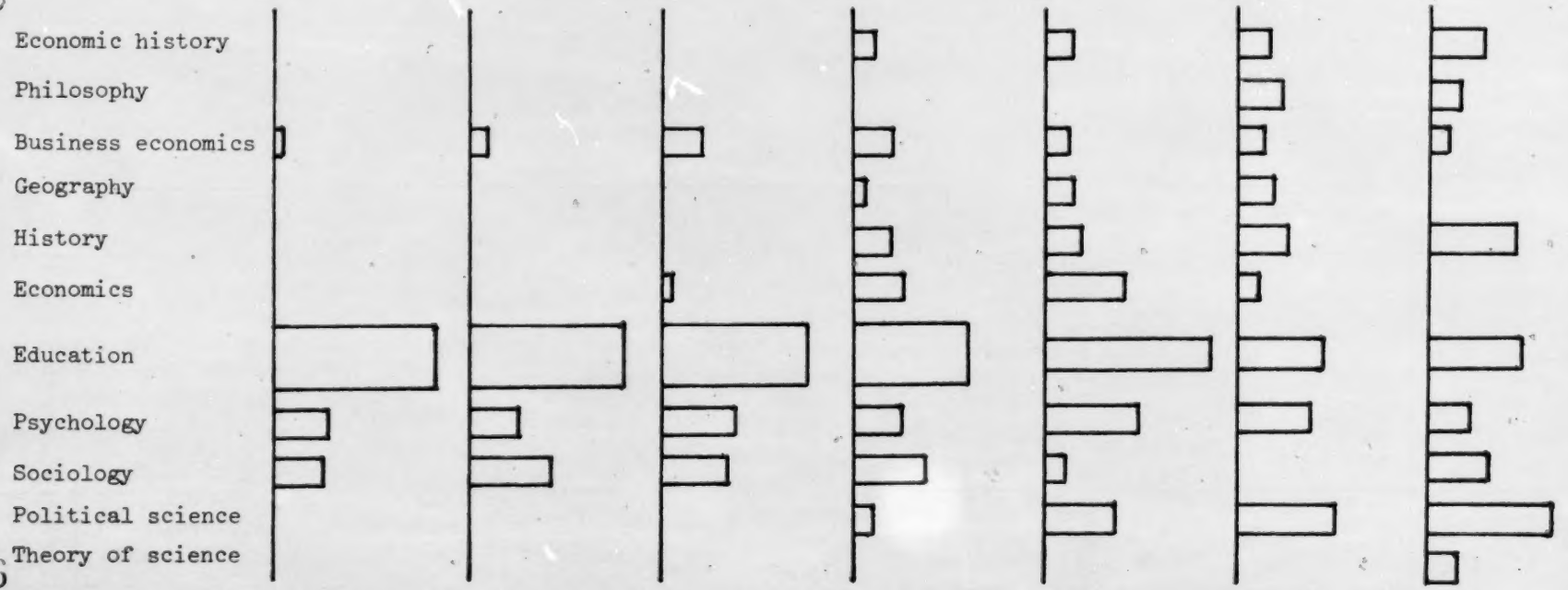
Form: Symposium with researchers and planners, not more than 25-30 participants, in e.g. June 1979.

Eskil Björklund

1978-05-17

1. Research in higher education. Distribution of the appropriation (Skr 1000) between problem areas 1971-77.
2. Research into higher education. Distribution of the appropriation (Skr 1000) between university subjects 1971-77.





THE PROGRAMME OF RESEARCH INTO HIGHER EDUCATION

List of research leaders in the different problem areas (the duration of the grant is shown)

Problem area	1971	1972	1973	1974	1975	1976	1977	1978	Doctoral thesis -77	Doctoral thesis expected
1. The role of higher education in society										
Bengt Abrahamsson, sociology										
Åke Bjerstedt, education									1	
Urban Dahllöf, education									1	
Åke Edfeldt, education									1	
Ingemar Fägerlind, education										
Bengt Gesser, sociology										1
Sten Henrysson, education										
Torsten Husén, education										1
Åke Jerkedal, education										●
Lennart Jörberg, econ. hist.										2
David Magnusson, psychology										
Ference Marton, education										
Per Sjöstrand, sociology										1
B-Ch Ysander, economics										2 ●
2. Higher education as a system										
Anders Edström, business econ.										1
Nils Häggström, geography										1
Georg Karlsson, sociology									1	
Jan-Erik Lane, political science										1
Dick Ramström, business econ.									2	
Olof Ruin, political science										1
Ingemar Ståhl, economics										1
3. The environment and working methods of research										
Bengt Abrahamsson, sociology										
Jan Bärmark, theory of science										
Edmund Dahlström, sociology										●
Torsten Husén, education										
Birgitta Odén, history										
4. The environment and working methods of teaching										●
Karl-Georg Ahlström, education										1
Lars Bäckström, education										
Ingmar Dureman, psychology									2	
Sören Halldén, philosophy										
Sten Henrysson, education									2	
Ulf Himmelstrand, sociology										
Ingvar Johannesson, education										1
Daniel Kallós, education										
Ference Marton, education									3	
Lennart Sjöberg, psychology										1
Erik Wallin, education										
5. R&D organization and planning										
Edmund Dahlström, sociology										1
Björn Wittrock, political science								→		

THE PROGRAMME OF RESEARCH INTO HIGHER EDUCATION

Problem area meetings

1. The organization and working methods of teaching, Göteborg, Sept. 1972.
2. Evaluation: control of functions and results, Umeå, Oct. 1972.
3. Higher education and the labour market - structure and relations, Lidingö, Nov. 1972.
4. Workforms in research training, Åkers Runö, May 1973.
5. Evaluation of a reform of higher education, Lidingö, June 1973.
6. Information systems, data bases and follow-up studies, Lidingö, Oct. 1973.
7. Problems of method connected with university studies by working groups, Sånga-Säby, Oct. 1974.
8. Problems of method in studies of the relationship between higher education and the labour market, Åkers Runö, Nov. 1974.
9. Strategies for research and development in higher education, Göteborg, Sept. 1975.
10. Research into the organization of higher education, Sigtuna, May 1976.
11. Concept formation and learning in some university subjects, Kungälv, June 1976.
12. Problem definition and research initiation in the education sector, Södertälje, Oct. 1976.
13. Research into the organization of higher education, Lidingö, March 1977.
14. The role of higher education in society, Ekerö, Nov. 1977.
15. Research into higher education: Processes and structures, Dalarö, June 1978.

Participants in the problem area meetings

Meeting	Planners, practitioners			Researchers					From abroad		
No.	UKÄ/ UHÄ	Other nat. boards	Universities, colleges	Educ.	Psych./ Sociol.	Pol. sc.	Econ.	Humanities	Planners practitioners	Researchers	Total
1	8	2	5	14	3						32
2	8	2	2	14	4						30
3	9	1	1	7	11		3				32
4	6		18	2	3	1		3			33
5	9	21	4	4	1	1	9		1	1	51
6	9	11	7	4							31
7	8	1	15	14	4	1	3			1	47
8	5	8		2	7		5		1		28
9	6	2	6	5			1		29	16	75
10	8		1	1	2	6	5	1			24
11	2		23	6	5			3			39
12	6	13	4	9	2	1					35
13	12	1	5	2	4	6	4	1			35
14	5		1	7	5	1					19
15 (prel.)	14	3	3	10	5	7	1	1	2	8	54

THE PROGRAMME OF RESEARCH INTO HIGHER EDUCATION

Composition of the advisory groups

1. Consulting planners

1972: Gunnar Bergendal, Lars Ekholm

1973: Karl-Axel Edin, Ekholm, Bo Lindhe, Ulla Åhgren-Lange

1974: Edin, Ekholm, Lillemor Kim, Åhgren-Lange

1975: Edin, Ekholm, Kim; Gunnar Höglund, Roger Johansson, B Fredriksson

1976: Ekholm, Ann-Marie Furumark, Hans Poppius; Höglund, Johansson, Fredriksson

1977: Gunnar Bergendal, Gudrun Björnegård, Dan Brandström; Olof Moll, Ulla Åhgren-Lange, C-A Axelsson, Erland Ringborg

1978: -"-

2. Consulting researchers

1972: Urban Dahllöf, Sten Henrysson, Ulf Himmelstrand

1973: Dahllöf, Himmelstrand, David Magnusson, Hans Meijer

1974: Karl-Georg Ahlström, Magnusson, Olof Ruin, Ingemar Ståhl

1975: Torsten Husén, Magnusson, Ruin, Ståhl

1976: Edmund Dahlström, Göran Hermerén, Husén, Dick Ramström, Ruin

1977: Pär-Erik Back, Dahlström, Hermerén, Ramström, K-G Stukát

1978: -"-

3. Composition by categories

	1972	1973	1974	1975	1976	1977	1978
Planners							
UKÄ, UHÄ	2	2	2	3	3	4	4
Universities, Colleges	-	-	-	3	3	3	3
Researchers							
Education	2	1	1	1	1	1	1
Psychology	-	1	1	1	-	-	-
Sociology	1	1	-	-	1	1	1
Political science	-	1	1	1	1	1	1
Economics	-	-	1	1	-	-	-
Business economics	-	-	-	-	1	1	1
Philosophy	-	-	-	-	1	1	1